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|  | | **Subject: SOCIAL STUDIES 7** |
| **Unit 9 Title: Cold War: Transitions: In Pursuit of Peace** | | **Date: 4. 28 & 29 . 2015** |
| **VA SOL Objectives: Relevant Standards of Learning**  **USII.8 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by**  a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;  b) describing the conversion from a wartime to a peacetime economy;  c) identifying the role of America’s military and veterans in defending freedom during the Cold War;  d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.  **USII.9 The student will demonstrate knowledge of the key and international issues during the second half of the twentieth and early twenty-first centuries by**  a) describing the development of new technologies in communication, entertainment, and business and their impact on American life. | | |
| **VA Beach Objectives:**  **7.9.1 Describe the growth of the American economy after World War II. (USII.8b)**  **7.9.2 Describe the causes and effects of demographic changes in the United States in the years following World War II. (USII. 8b, USII.9b)**  **7.9.3 Describe the international effects of World War II. (USII.8a)**  **7.9.4 Identify the major political and governmental changes during the Cold War era. (USII.8a)**  **7.9.5 Describe the political and economic differences between the U.S. and the U.S.S.R. during the Cold War period. (USII.8c)**  **7.9.6 Describe the characteristics of the Cold War. (USII.8c)**  **7.9.7 Describe the Truman administration’s responses to foreign policy challenges of the Cold War era.  (USII.8c)**  **7.9.8 Identify the causes and results of the Korean War. (USII.8c)**  **7.9.9 Describe the causes and effects of the anticommunist crusade of the early 1950s. (USII.1d)**  7.9.10 Describe the foreign and domestic issues during the Eisenhower administration. (USII.8d)  7.9.11 Describe the foreign policy challenges and responses of the Kennedy administration during the Cold War era. | | |
| **Enduring Understandings** | | **Essential Question(s)** |
| 1. The shift from wartime to a peacetime economy creates change. 2. Nations use foreign policy to maximize their economic and political power. 3. Leaders conduct foreign policy based on their beliefs. | | 1. How did the shift from wartime to a peacetime economy affect life in America? 2. Which economic and political differences characterized the United States and Soviet Union during the Cold War period? 3. What are the costs and benefits of maintaining peace? 4. How did the United States respond to various challenges during the Cold War period? |
| **21st Century Learning Look-Fors (Critical Thinking, Innovation, Problem Solving, Collaboration)** | | |
| Students successfully grapple with higher-order questions asked by teacher.  Students articulate meaningful responses to “so what” (what if, why).  Students generate higher-level questions.  Students engage in authentic learning activities and/or create authentic work.  Students defend positions with justification based on factual evidence and data.  Students analyze and solve problems by generating a variety of ideas and solutions. | | Students recognize and pose problems inherent in a given situation.    Students adapt learned knowledge to more complex/ambiguous situations.  Students use and explain the right method of thinking (reasoning, decision making, problem solving, making judgments).  Students evaluate and communicate their own thinking.  Students make connections and predictions using prior knowledge.  Students select, create, use and communicate effectiveness of a variety of tools, such as graphic organizers. |
| **VBCPS Continuum for 21st Century Skills**  (Utilizing the 21st Century Skills Continuum, indicate which 21st century skills students will engage in through this plan – the use of these skills should be evident in the scope and sequence) | | **Assessments – Formative and Summative**  (How will students demonstrate understanding? How will you know students are “getting it”?) |
| **Critical Thinking**  **Creative/Innovative Thinking**  **Problem Solving**  **Information Literacy**  **Listening** | **Collaboration**  **Communication**  **Social Responsibility**  **Sustainability**  **Interdependence**  **Health Literacy** | * Quizzes * Tests * Graphic organizers * Power points * Drawings: political cartoons, propaganda posters * Socratic Seminar - discussions * Exit Tickets * Expository Writings/power paragraphs * Jump Starts * Bell Ringers |
| **Scope and Sequence of Learning Activities (**include Warm-Up, Strategies, Assessments, Closure/Reflection, etc.; Indicate how the activities in the scope and sequence engage the student behaviors described by the look-fors and skills above**)** | | |
| **Jump Start: Communist Distribution Worldwide** worksheet.  **Objectives:**  1) Students will examine the philosophical difference between *Communism & Capitalism:* adapt learned knowledge to more complex/ambiguous situations and *will be able to construction a higher level* questioning.  2) Students will identify the causes and results of the Korean War.  **1st** Students will read the Kitchen Debate. Students will read the script of the Kitchen Debate.  Afterwards they will answer the question **“Who presented the most persuasive argument?” Why?**  Have discuss in groups of 3 or 4. Share out, record the most popular answers on the board.  **2nd Korean War:** Students will read “***Korean War***  information sheet that summarizes the Korean War. As they read they are to make a list of ten most relative pieces of information from the passage. 10 min. After students finish have them share out with a partner.  **Korean War Overview**  *(*[*https://www.youtube.com/watch?v=MEGyRgYJKEY*](https://www.youtube.com/watch?v=MEGyRgYJKEY) *You Tube: 16 min.)*  on the back of their Top Ten sheet have students divide the paper in half, right **causes**  & left **results. Using their notes and information from the power point they are to make a list of 5 causes and 5 results.**  ***Formative assessment:*** *Students will have a choice of answering one of two essays in power paragraph form.*  **3rd Pass out Big Momma study guide**  **4th Dueling Voices Performance Task: Pass out** | | |
| **Homework Activity: Students are to complete all due assignments** | | |
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| **Materials and Resources**   * Kitchen Debate scripts * Korean War reading passage/edhelper Korean War * Korean War power point * Korean War power paragraph sheet | | **Strategies for Differentiation, Critical Thinking, Authentic Learning, Collaboration, Student-Centered Rigor** |
| **Teacher Evaluation of Learning Plan (Notes for Future Use)** | | |
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